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| **Unit 1: Me and My Community** | | | | | | | | |
| **GRADE LEVEL:**  **Kindergarten** | | | | | | | | |
| **ESSENTIAL QUESTIONS:**  **How do we use our five senses?**  **Why should Americans be patriotic?**  **What are the qualities of a good citizen?**  **How do communities work?**  **Why do we need rules?** | | | | | | | | |
| **Common Core State Standards** | **L.5a (sort), L.5c (word use), L.2a (capitalize I), RI.5 (book parts), RF.2a (rhyming words), RF.3a (sounds), L.1a (print letters), W.1 (opinion), RL.10 (read w/purpose), L.2a (capitalize first word), RF.1a (directionality), and RF.1c (finger space)** | | | | | | | |
| **Theme** | **Texts** | | **Assessments** | | | **Literacy Skills** | | **Sight Words** |
| Rules/Community | [Following the Rules: Learning about Respect (Character Education Readers)](http://www.amazon.com/gp/product/images/1574718290/ref=dp_image_0?ie=UTF8&n=283155&s=books) [Think Before You Act: Learning About Self-Discipline and Self-Discipline (Character Education Readers)](http://www.amazon.com/gp/product/images/1574718339/ref=dp_image_0?ie=UTF8&n=283155&s=books)  [You Can Count on Me: Learning about Responsibility (Character Education Readers)](http://www.amazon.com/gp/product/images/1574718304/ref=dp_image_0?ie=UTF8&n=283155&s=books) | | Journal –draw/write  I follow the rules by \_\_\_\_\_\_\_\_\_. | | | sticks  curves  names  numbers | | I  a  A |
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| **[Product Details](http://www.amazon.com/Tales-Fourth-Grade-Nothing-Blume/dp/0439559863/ref=sr_1_3?s=books&ie=UTF8&qid=1337716262&sr=1-3)Read Aloud:**  **Tales of a Fourth Grade Nothing** | | | | **http://www.interactivereadalouds.com/images/9780325010984.jpg[The Comprehension Toolkit (Grades 3-6)](http://www.amazon.com/gp/product/images/B00262STZ8/ref=dp_image_0?ie=UTF8&n=283155&s=books)Resources:** | | | | |
| [Stormbreaker (Alex Rider Series #1)](http://www.barnesandnoble.com/w/stormbreaker-anthony-horowitz/1100316509?ean=9780142406113)SHORT TEXTS: Character-Star Girl, Theme- The Other Side(IRA), Fly Away Home, The Lotus Seed, Inference- The Gardner(IRA), 1st chapter of *Stormbreak, The Mary Celeste(CTK), Secrets(CTK)* Point of View- Two Bad Ants(IRA), True Story of 3 Pigs/3Little Pigs, Connections- Giraffe’s Can’t Dance, So You Want to Be President, If I Ran for President, Prologue of *Found*  [Fly Away Home](http://www.barnesandnoble.com/w/fly-away-home-eve-bunting/1100459650?ean=9780395664155)  If I Ran for President [Book]So You Want to Be President? [Book]Giraffes Can't Dance [Book]Two Bad AntsThe True Story of the 3 Little Pigs [Book][Stargirl](http://www.barnesandnoble.com/w/stargirl-jerry-spinelli/1100292269?ean=9780440416777)The Mary Celeste: An Unsolved Mystery from History [Book][The Gardener](http://www.barnesandnoble.com/w/gardener-sarah-stewart/1100831293?ean=9780374325176)        [The Other Side](http://www.barnesandnoble.com/w/other-side-jacqueline-woodson/1100897426?ean=9780399231162)  Found [Book][The Lotus Seed](http://www.barnesandnoble.com/w/lotus-seed-sherry-garland/1100692032?ean=9780152014834) | | | | | | | | |
| **Writing:** Narrative  How do Peter’s experiences in *Tales of a Fourth Grade Nothing* (Judy Blume) remind you of your family? Talk with a partner and share your ideas. Then, write a short story about a family member, and share it with the same partner. Ask your partner to tell you what they like and what could be improved. Revise and edit your story for publication. | | | | | | | | |
| **ASSESSMENTS/Evidence of Learning** | | | | | | | | |
| **Oral Language& Questioning:** | | **Written Language & Teacher Tests:** | | | **Projects & Performance Tasks:** | | **Common Assessments:** | |

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| **SECOND QUARTER** | | | | |
| **GRADE LEVEL:**  **Fourth Grade** | | | | |
| **ESSENTIAL QUESTION:** | | | | |
|  | **TOPICS/SKILLS:** | | | |
| **TimeFrame** | **Reading** | **Writing** | **Speaking/Listening** | **Language** |
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| **EXTENDED TEXTS:**  Dust Bowl Survivors by Rigby | | | | |
| **SHORT TEXTS:** | | | | |
| **ASSESSMENTS:** | | | | |

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| **THIRD QUARTER** | | | | |
| **GRADE LEVEL:**  **Fourth Grade** | | | | |
| **ESSENTIAL QUESTION:** | | | | |
|  | **TOPICS/SKILLS:** | | | |
| **TimeFrame** | **Reading** | **Writing** | **Speaking/Listening** | **Language** |
| **Week One:** |  |  |  |  |
| **Week Two:** |  |  |  |  |
| **Week Three:** |  |  |  |  |
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| **EXTENDED TEXTS:**  Joey Pigza Loses Control, by Jack Gantos | | | | |
| **SHORT TEXTS:** | | | | |
| **ASSESSMENTS:** | | | | |

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| **FOURTH QUARTER** | | | | |
| **GRADE LEVEL:**  **Fourth Grade** | | | | |
| **ESSENTIAL QUESTION:** | | | | |
|  | **TOPICS/SKILLS:** | | | |
| **TimeFrame** | **Reading** | **Writing** | **Speaking/Listening** | **Language** |
| **Week One:** |  |  |  |  |
| **Week Two:** |  |  |  |  |
| **Week Three:** |  |  |  |  |
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| **EXTENDED TEXTS:**  Kakapo Rescue: Saving the World’s Strangest Parrot by Jennifer S. Holland | | | | |
| **SHORT TEXTS:** | | | | |
| **ASSESSMENTS:** | | | | |